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ABSTRACT

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. This booklet explains techniques that can be used by teachers in all subject areas to help students use writing, not merely as a means of testing knowledge, but as a method of gaining knowledge. The first portion of the booklet defines formative writing (based on the distinction between formative and summative evaluation techniques) and its use in free writing, focused free writing, questioning, note taking, journals, and writing about assignments. The major portion of the booklet is an appendix of examples of formative writing for formal composition and for writing without formal composition as a goal. (AEA)

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Formative Writing: Writing to Assist Learning In All Subject Areas

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Preface

It has frequently been suggested that for students to progress rapidly in learning to write they should write frequently and in all school subjects rather than in English classes alone. Teachers of subjects other than English are often uncomfortable with this suggestion, feeling that they have neither the time nor the expertise to read and "correct" a large volume of student writing.

In this essay Virginia Draper suggests a way teachers in all subjects can use student writing, not as *products* to be graded but as a *process* to assist the students' learning. She outlines a number of specific techniques any teacher can use to help students write and to enhance their learning *without* requiring the teacher to become an expert marker of grammar or punctuation errors.

Draper's essay is addressed to college teachers, but the techniques she suggests are practical tools for teachers of elementary and secondary students as well.

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Introduction

More and more writing instructors are urging their fellow teachers of other disciplines to care about, to pay attention to students' *writing abilities* rather than simply respond to the *content* of students' papers and examinations. These often weary writing teachers mention that there's little point in encouraging a student to improve her writing ability if no one else on campus demands good writing. It's also common for those other instructors to complain about students' papers, and either ask the English department why they're not "doing something" about this campus-wide crisis of inadequate writing or ask their English colleagues to recommend a "good writing handbook" to help them to identify student errors. But attempts to improve students' compositions, as well as increase teacher and student satisfaction with writing, will have limited success if our efforts to improve students' written expression remain focused only on the final *products* such as the paper, the essay, the answer—products designed to exhibit the student's knowledge for the purpose of awarding a grade. Instead, we need to expand our critical and instructional concern to include the entire *writing process.*

To consider how to expand the concept of writing beyond that of product, take a moment to think about your writing process. Think of the steps you go through when preparing an article for publication, a paper to be read at a conference, a letter to a colleague, even a proposal to add a teaching assistant to read student papers if you've been giving more writing assignments.

From your own experience, you know writing to be a multidimensional activity initiated by a need or desire to amuse, to share an idea or insight, to convince or persuade someone to do something. If the writing is to be publicly evaluated, you probably discuss your ideas with others, make several drafts and revisions, even get an editor to help before you are satisfied and are ready to send the final product to the appropriate reader(s). As a process, writing involves:

Pre-writing	research, talk, notes, questions, journal observations, etc.
Formulation	identification of audience, purpose, and tone; identification of major ideas, supportive details, effective order; perhaps the design of an outline.
Transcribing	the combined mental and physical acts necessary to

get words onto paper in sentences, paragraphs, and sections.

Reformulation reordering of argument or narrative; sharpening focus, often assisted by a sympathetic reader or editor if the paper is important.

Editing proofreading for grammatical errors and syntactical awkwardness; polishing style for readability and interest.

The ease and satisfaction with which you accomplish each of these tasks depends upon the quality and quantity of your recent writing, your familiarity with the subject matter, your motivation, the existence of support or encouragement when needed, and your insights into your idiosyncrasies and ways of getting beyond the writing blocks all writers experience.

With the assistance of recent research on acquisition and use of language by Piaget, Moffett, and Britton,[1] and on the nature of the composing process by Emig, Shaughnessey, and Haynes,[2] many of us who teach writing to *all* kinds of college students believe that in order to improve the *products* of students' writing, we must support and develop students' understanding and practice of *all the tasks of the writing process*. Particularly, students need activities in pre-writing, formulation and reformulation which have often been ignored or misconstrued by other teachers. In mid-semester of my freshman composition course at a non-selective four-year college, I recognized the importance of working with students throughout the writing process and developed writing activities consistent with recent cognitive and learning theories (Cross, Chickering).[3] I also realized that because the writing and learning processes are closely related, writing activities could be designed to assist students' learning in non-composition courses.

We need to expand our use of writing as a method to enhance learning rather than use it solely as a measure of acquired knowledge. Therefore I propose to show how writing can assist learning in all disciplines and to suggest to the non-writing teacher some specific writing activities to increase teacher and student awareness and practice in the early steps of the writing process. I am convinced that this awareness and practice will not only improve students' writing, but also increase learning and teacher satisfaction.

Formative Writing

Students can write on the first day of class as well as the last; they can write in class as well as out. They should recognize that writing is one extremely valuable way of learning, of *finding out* what one knows and thinks, as well as *showing* what one knows. Writing is a way to explore and question, as well as to gain control over and exhibit knowledge of subject matter. Writing engages the imagination, intellect, and emotions and encourages articulation of those attitudes, skills, and values necessary for effective learning in most disciplines. It is a unique learning activity because it allows the student to capture thoughts and data for future reference, contemplation, and synthesis. At the exploration stage of learning, writing can be more self-exploratory than speaking because interruptions can be self-controlled. In the formulation stage, it can be more disciplined than speech because of the necessity to make meanings clear for a distant and perhaps unknown reader. It is a way to individualize and personalize learning because each student is able to respond at her own level, to ask her own questions, to attempt her own definitions, formulations, generalizations, and theories. Shared writing can establish responsible and fruitful dialogue between students and between student and teacher. Experiences with various kinds of writing not only expand and improve the student's academic learning, but also give her a process for future adult learning. If the goal of education is to assist the student to find meaning in this world, writing can help the student discover methods to identify and expand meanings and a voice, or several voices, to articulate this meaning.

To develop students' use of writing in these ways, the instructor can design activities that integrate writing and the learning of subject matter. Besides the term paper or written product, which for many students is not a satisfactory vehicle for the expression or discovery of meanings, teachers should introduce students to the writing process.

The activities associated with the beginning tasks of the writing process could be called *formative writing*. I have borrowed the term *formative* from the field of evaluation where practitioners distinguish between *formative evaluation* (evaluation for the purpose of assisting and refining the development of a process) and *summative evaluation* (evaluation for the purpose of summarizing or giving a final judgment).

Students may already receive formative evaluation from practice

quizzes before the final exam, comments on rough drafts of papers prior to revision, and diagnostic tests. Grading is the primary measure of summative evaluation. Usually permanent, the results of summative evaluation go beyond the evaluator and the evaluated to the Registrar and onto transcripts and do not usually motivate learning by indicating fruitful avenues for growth. Formative evaluation is not public; it is used by the evaluator and the evaluated to define strengths and problems and to shape practices and goals.

We offer students too little formative evaluation of their writing or their learning. Term papers and exams, by their normal end of semester submission dates, almost have to be subjected to summative evaluation. Teachers could be providing the student with formative evaluation of and through writing. The purpose of formative writing, like formative evaluation, is to assist the student to shape and develop *her own language*, her thoughts through language.

The audience for formative writing can be the student herself, another student or groups of students, or the teacher in the roles of knowledgeable assistant, sympathetic reader, or resource person. When responding to formative writing, the instructor is not a judge or grade-giver. The audience, no matter who it is, should be concerned with assisting the student to clarify, form, shape, and develop by commenting upon the interesting, challenging and positive aspects of the communication, by asking questions, by offering suggestions and resources for the student's further investigation. If a teacher is not comfortable with this non-judgmental role (it may take some practice and reorientation), students can write for peers, a teaching assistant, or friend as well.

Formative writing is not to be measured by editorial or professional writing standards; it is not to be graded, but responded to. The person responding should be aware that in the beginning stages of forming or developing one's thoughts and ideas, certain formalities of standard written English are not of primary importance, and attention to them may impede the fluency which characterizes exploration and creating thinking.

In formative writing, readability should not be a major consideration of the student. That comes later in the formulation, reformulation and editing stages. Too often the student's awareness of the reader's (usually the teacher's) evaluation inhibits expression of her own ideas and meaning.

Free-Writing and Focused Free-Writing

The following two paragraphs by the same student exemplify this problem of writer inhibition and introduce the varieties of formative writing appropriate for college classes. The first sample is the introduction to an argumentative essay on a topic of the student's choice; the second, a five minute free writing response to the question: "What should the students at the College do with a recent gift of $200,000.00?"

I. The majority of Americans in California feel since they have been granted an adult life status at the age of eighteen by law, they should be granted at the age of nineteen to drink alcohol just like the capability of adults at the higher level. Being granted adulthood status we should look at the basis of legal responsibility to determine legalizing nineteen year olds to drink alcohol. The nineteen year old since he/she is growing up to adulthood life, structures and coping with the society which they live should be looked at with the highest degree.

II. I will spend the money of $200,000.00 partially. I'll invest half of the money in the bank and spend the rest on my wedding, car, a beautiful house. The rest I would put in a fund for my kids so when they get older they will have money to go to college of their choice.

I would really invest on stocks and bonds to increase my interest rate. I also would give some of this money to a charity fund to help other minorities like myself to go to college. S.M.C. would really be world famous if they really did give each person $200,000.00.

I would go to Mexico and buy land and have a huge ranch with lots of workers working for me. I would have a big business in Mexico and in the United States with the investments.

My wife and I will still be working hard to obtain money because the taxes haven't been declared yet.

The second sample is an example of formative writing (focused free writing, to be precise). No audience was stipulated for this assignment, and the student did not reread or revise the passage. The first was written for the teacher as audience; the student expected the paper to be graded, and believed it should meet the criteria for an argumentative essay with a minimum of mechanical errors. The student had three weeks to work on his argumentative essay, and I'm sure had done some revision of a first draft.

I would have expected a student who could write as fluently in five minutes as he did to have written a clearer paper when he had time to think and revise. Why, I wonder, are his syntactical problems so severe in the first passage yet absent in the second? I was amazed at the differences in clarity of expression and syntax between the two writings (I had received them in the order presented) and was challenged to help this student express complicated ideas with the same clarity and reduction of errors he exhibits in the formative writing.

One way to help is to use the student's formative writing as a basis for essays. He needs to begin with and retain the fluency which characterizes the second passage, to hear his own writer's voice, *before* he becomes concerned about the reader's expectations. The difficulties with the formal

introduction stem in part from his conscious use of academic language which he has read and believes appropriate for this kind of essay, but which impedes his expression of argument and meaning. He has an internal editor which dictates a certain vocabulary while stifling his own voice.

Peter Elbow *(Writing Without Teachers)* points out that while editing is necessary, many problems arise when editing goes on at the same time as producing:

> ...The habit of compulsive, premature editing doesn't just make writing hard. It makes writing dead. In your natural way of producing words there is a sound, a texture, a rhythm—a voice—which is the main source of power in your writing.[4]

This student was editing as he produced his argumentative essay. The editor was absent in the second writing activity.

Elbow recommends the practice of "free writing" as the first task for any composition in order to explore ideas and discover structure. Exercises based on Elbow's concept of free writing and its several variations are one kind of formative writing I recommend for use by college teachers and their students in all disciplines.

Usually free writing is done during a set period of time. The instructor emphasizes that the purpose of the free writing is to generate a flow of words and thoughts without concern for polished phrases or mechanics. The writer is not to worry about spelling, punctuation, grammar, complete sentences, or paragraphs. He is to write, keep writing, and if a block occurs, to repeat the last written word again and again until another thought comes.

I have used free writing at the beginning of class, giving students the opportunity to bring to consciousness and focus the thoughts and emotions swirling in their heads. This use of free writing sometimes contributes to a greater openness and attentiveness during the class that follows.

"Focused free writing" occurs when the teacher asks the student to respond to specific topics, such as an idea, poem, lecture, event, passage or quotation. The time limit and the same "ground rules" apply. The writing may be strictly private (for the writer's eyes only) or it may be exchanged with another student to expand each one's concept of the topic. It may be read by the instructor to serve as a guide for her future lectures or remarks. The instructor may want to identify ideas that would be valuable to expand into a future essay or recommend books or articles or other sources to the student.

If an instructor uses free writing in any form, she should tell students before they write who might read the writing. As all writers know, the prospective reader affects the degree of self he is willing to reveal.

When free writing is to be shared, the instructor will want to spend some time establishing a climate of trust both between herself and the students and among the students themselves if they read each other's

works. Teachers and students may have to learn the kinds of responses that encourage ideas. Some instructors permit only positive comments, those that emphasize the interesting aspects of free writing, then introduce other responses, such as questions about meaning and clarity. Peter Elbow has specific suggestions ("Giving Movies of Your Mind") for reader responses to the question, "What happened in *you* when you read the words *this time*?" He reminds us that application of standards of right and wrong, or good and bad, are inappropriate to free writing. The activity is generative, not corrective.

Focused free writing can provide the instructor with information about the students, or if read by other students, provide a basis for classroom discussion. For instance, free writing on the first day of class on the title of the course or textbook might inform the instructor of students' expectations, fears, hopes and prior knowledge relating to the subject. Focused free writing on a concept read about or explained in a lecture can reveal gaps in students' knowledge or understanding. A required writing focused on a reading assignment could be used to initiate discussion between small groups of students at the beginning of class. These small group discussions may be summarized for the whole class. Once students are accustomed to doing this kind of activity, they can be asked to do free writing outside of class.

Focused free writing, if it is to be read by someone else, encourages an external dialogue: student with teacher or writer with reader. For the teacher, there are several advantages in establishing this dialogue as it addresses two major sources of teacher dissatisfaction identified by James Bess: "the difficulty of defining, of *ascertaining and interpreting evidence of* changes in students" and "the requirement that most persons have for a sense of continuity—for an environment that affords some personal stability..."[5] Teachers frequently react to these difficulties by resorting to teaching modes which allow little variation from expectation. Unfortunately, these teaching modes obscure the teacher's perception and solicitation of "cues that their efforts are productive."[6] By establishing a dialogue between teacher and student, focused free writing provides these cues and allows students to articulate the changes they experience or to express to the teacher difficulties they might have with the course content.

By having students' writing available for reflection outside the pressures of the classroom environment, an instructor can give close attention and written responses to the personal communications of the students. The instructor has a way to encourage and enlarge upon students' thoughts. He can query students' ideas and ask for a response and can enjoy observing students play with ideas. Free writing (focused or not) is the play before the hard work of shaping a paper for a reader's eyes. It allows both student and teacher to develop a personal style which makes the reading of writing enjoyable.

Questioning, Note-Taking, Journals

Besides activities which emphasize fluency of expression and thought, the instructor can encourage other kinds of free writing. For instance, while exploring a subject of interest, a writer usually jots down questions on a napkin, a matchbook, a notebook cover—curiosity intrudes at the most surprising moments: this habit is characteristic of good writers and good learners. As most good essays begin with the desire to respond to original and challenging questions, students should be encouraged to ask and record their questions. During a lecture, students could be given note cards to write down any questions that occur to them during the lecture. At the end, the note cards are collected, delivered to the instructor, perhaps written on the blackboard, and responded to. Because the questions may be related or repetitious, this procedure has an advantage over taking questions from the "floor." Putting the questions on the board gives students an idea of the variety of curiosities of the class. If time runs out, the instructor might try to match a questioner with a student who could provide an answer, or return to the questions at the beginning of the next period.

Instructors could ask for written questions on reading or outside assignments. Using this method in an English literature class, the teacher wrote all questions on the board. After some discussion and grouping of the questions, students selected the three they wished to discuss that day. Discussion may also focus on why a particular question was asked, thus encouraging students to discriminate between questions of fact and opinion, of major or tangential importance, of widespread or individual interest, and to locate common and particular concerns. If students are not required to put their names on questions, this procedure eliminates students' fears of asking stupid questions. Often after a few sessions, students gain confidence, and a sense of trust is built among the participants so that students no longer see questioning as perilous and begin to ask questions and give responses more willingly.

Taking notes and keeping a journal are other kinds of formative writing. I've noticed students don't take many notes in class anymore, and it troubles me. This practice of recording and synthesizing is a necessary developmental stage of good writing. Besides recommending that they take notes, instructors can give students models for practice by handing out outlines of lectures with questions, asking students to respond to the questions in writing during the lecture and to hand them in.

In smaller groups, a student could be assigned as a recorder and given a specific notebook to summarize discussion, list questions, or note levels and kinds of individual participation. In my composition class, we formed small groups of five to seven students, and each group elected a recorder who took "minutes" of the discussion. These minutes served as a record for me, a summary of the group's progress for them, and were a boon for the many absentees during a severe month of the flu. Because the student

who takes notes benefits more than the others, the responsibilities of recorder should be reassigned from time to time.

I've also asked a student to record major topics and questions during discussion on the blackboard. At the end of the session, students are asked to review the material on the board and write a summary of the discussion. A comparison of the summaries often reveals diverse interests and approaches.

Good notetaking bridges the pre-writing and formulation stages of the writing process; it connects the flow and collection of ideas, thoughts, and experiences to thinking structures. Another way to help students practice this connection is to have them identify patterns or make generalities from lists of related data or observations. Then ask them to write a paragraph including the generality with supporting details. This activity might be done before or after a lecture and used as the basis for discussion. By sharing these kinds of writings with other students, they will begin to acknowledge and appreciate the variety of responses and interpretations that results from different interests and backgrounds.

For some, keeping journals is similar to free writing; for others it is a data collection or organizing activity. A journal can be used to record feelings and emotions. Instructors might investigate the journals of writers in their disciplines, show these to students, and ask them to keep similar journals for a few weeks. If journal keeping is unstructured, each student might be asked to review the journal entries from a month's writing in order to classify the recordings into self-defined topics, such as generalization or detail, fact or opinion. Students could also select their best journal entries to read to the class or show to the teacher.

Writing About Assignments

Connelly and Irving are convinced that "the single most wide-spread *external* cause of bad writing is bad assignments."[7] Charles Cooper echoes this conclusion: "In the Writing Place, the drop-in writing tutorial program in the Learning Center at Buffalo, we're still surprised at how much of our time is devoted to clarifying writing *assignments*."[8]

Therefore, whenever possible, I ask students to respond to assignment directions by restating the requirements, describing what seems easy and difficult, and jotting down any questions. This response is particularly useful for essay assignments as it encourages the student to plan the task and reveals problems with the assignment the instructor may not have foreseen. The instructor also has an opportunity to comment, directing the student toward a more meaningful approach and a better paper.

For instance, I use the following activity to motivate students to think about a paper assigned for another course. They are free to choose the assignment they wish to focus on, and I have found these questions are appropriate for most compositions:

1. Restate the assignment in your own words.
2. Who is the audience for your writing? How much does he/she know about your subject?
3. What are the reader's expectations?
4. What form will be appropriate for this writing?
5. Free write (5-10 minutes) on the assignment or your topic.
6. What questions do you have about this assignment or topic?
7. What do you need to do (pre-writing activities or formulation activities) before beginning to transcribe?

In response to number four, the teacher and student might discuss a variety of appropriate forms. Pointing out that instructors "assign writing in order to encourage the students to gain imaginative control of the material they want to teach," Peter J. Connelly and Donald Irving suggest that teachers consider a variety of forms: journal, epistle, note, essay, and report. These forms serve different purposes for different students and assignments. And by introducing students to a variety of forms, we can help them write something different from the usual report.

In the reformulation stage of writing, I ask students to give written responses to their own papers. After reading the first drafts of a set of argumentative essays, I have students answer the following questions:

1. What *question* does this essay try to answer?
2. What is the answer to this question? Respond by completing this sentence: "In the essay the writer (asserts) (maintains) (argues) that..."
3. What are the major reasons supporting this assertion? Respond by completing this sentence: "To support this thesis, the author makes the following points:..."
4. What conclusion(s) does the author make? Respond using this sentence beginning: "The author concludes..."

This activity serves several purposes: the students write about themselves as writers; they learn a way to approach and summarize other writers' essays; by examining their own writing, they are able to see the need for connections between generalizations and details, between thesis and support, between the whole essay and conclusion, and to spot organizational weaknesses or imprecision. The resulting revisions were, in most cases, quite improved.

Writing and Learning

Except for the last activity, all these writing activities relate to the pre-writing and formulation stages of the writing process. Students do not spend much time in these stages though professional writers do. Teachers do not give much attention to them, but they are essential to good writing.

In "the mess and privacy of the behavior called writing," Shaughnessy identifies a "sequence of concentrations that seem implicit in the act of writing."[9] She recommends that instructors provide students with needed help by sponsoring activities to encourage these concentrations:

- Getting the thought—recognizing it first, and then exploring it enough to estimate one's resources (motivational and informational) for writing about it.
- Getting the thought down—proceeding, that is, into the thick of the idea, holding onto it even as the act of articulation refines and changes it.[10]

Most student writers are unaware of "the writer's way of composing," of the "deliberate process whereby meaning is crafted, stage by stage." This ignorance contributes to the major problems in students' writing: lack of development, syntactical errors and awkwardness, illogical assertions, and voiceless prose.

Besides informing students of these stages, we need to encourage the student to *write* (not just talk, though conversation should be abundant also) during these sequences because by writing the student develops the essential dialogue between "writer as creator and writer as reader."

This dialogue is most commonly found in writing in the reflexive mode as this mode is defined by Janet Emig (*The Composing Process of Twelfth Graders*, 1971). Although most school writing is *extensive*, that is writing to communicate, to influence others, to argue a point a view, Emig asserts from her review of professional and high school writers that most good writing begins in the reflexive mode wherein the writer addresses oneself or a trusted audience. Emig found that when high school students wrote in this exploratory mode, they spent longer on pre-writing activities and made more frequent reformulations. By limiting school-sponsored writing to writing in the extensive mode, teachers in fact encourage the detached reportorial writing that is so boring to read, and truncate the process of writing into a mechanical activity.

Britton, et al, define three modes of writing: expressive, transactional (writing to get things done) and poetic.[11] They maintain that practice in the expressive mode, from which the other two spring, is essential because "in developmental terms, the expressive is a kind of matrix from which differentiated forms of mature writing are developed."[12] My term, *formative writing*, corresponds to Britten's expressive and Emig's reflexive. *Formative* seems to me to relate more directly to the purposes of writing in the college classroom and to the uses of writing to assist learning, not just to improve writing.

Clearly, these formative writing activities contribute more to the student's mastery of learning *processes* than to the learning of *content*, and this emphasis is certainly intentional. I am disturbed by research results such as those reported by Chickering and summarized by K. Patricia Cross in *Accent on Learning:*

> Chickering found that a majority of students said that they spent much more time memorizing than they did analyzing, synthesizing, applying, or evaluating. Thus, the research gives a picture of present institutions of higher education placing too much emphasis on the student as a "storage tank" and giving too little attention to the education of the student as a fully functioning human being capable of using knowledge to moral and social ends. (p. 142)

Between the acts of memorization and analysis, synthesis, application, and evaluation, between the acts of gathering data and taking notes and transcribing an essay, there has to be time for exploration: for tentative beginnings, expansion, playing with ideas, trying out different roles and hearing different voices, for the suspension of accountability in favor of experimentation and flexibility. During this time, these writing activities can serve the student and teacher.

Formative writing offers opportunities for teachers and learners to explore choices, use experience, discuss ideas, communicate frequently, and evaluate formatively.

Why should the non-writing teacher design and sponsor formative writing activities?

- Because we have reason to believe that these writing activities will produce better writing.

- Because these activities give the teacher an opportunity to interact with the student during the learning process in ways that are satisfying to the teacher, providing support, motivation and assistance.

- Because these writings cue the teacher to students' interests and problems.

- Because these activities create and support conditions necessary for effective learning: self-defined approaches to knowledge; active involve-

ment with the material and in the learning process; opportunity for timely response and feedback from a variety of sources; formative evaluation as a basis for further exploration and growth which may reduce fear of failure and create a willingness to risk.

Clearly, I dismiss as unnecessary and unprofitable the two most frequent reactions to the writing instructor's plea for other instructors to take some responsibility for improved student writing: more papers and an increase in instructor's marginal editing or proofreading marks.* The traditional concept of composition as only a product has ill-served teachers and students. Rather we need to develop writing activities based upon recent investigations into the writing process, research on writing improvement and learning theory. On the other hand, the composing process, like learning, requires formative activities: exploration, development and discovery. Therefore, the integration of writing and learning promises to enhance both.

*To deter any impulses to take out the possibly outdated College Rhetoric or Grammar Handbook in search of appropriate correctional symbols I would ask potential wielders of the red pencil to recall their reactions and responses to papers returned by an instructor.

Did we respond to the AMB, ?, or AWK by asking the instructor what was meant and then revise to make meanings clearer? Probably not, either because nothing really depended upon our doing so, or we received the paper after the instructor had left campus for a deserved vacation. We may have recognized our ineptness by these teacher comments and grade, but had little foundation for improvement unless further practice was required and necessary to succeed in the course. The effectiveness of various kinds of teacher comments has been challenged by research reported in Haynes (1978).

Footnotes

[1]Jean Piaget, *The Language and Thought of the Child*, trans. M. Gabain, (London: Routledge and Kegan Paul, Ltd., 1926); James Moffett, *Teaching the Universe of Discourse*, (Boston: Houghton Mifflin, Inc., 1968); James Britton, *Language and Learning*, (London: Pelican Books, 1972).

[2]Janet Emig, *The Composing Processes of Twelfth Graders*, (Urbana, Illinois: National Council of Teachers of English, 1971); Mina Shaughnessey, *Errors and Expectations*, (New York: Oxford University Press, 1977); Elizabeth Haynes, "Using Research in Preparing to Teach Writing," *English Journal*, January 1978, pp. 82-88.

[3]K. Patricia Cross, *Accent on Learning*, (San Francisco: Jossey-Bass Publishers, 1976); A. W. Chickering, *Education and Identity*, (San Francisco: Jossey-Bass Publishers, 1969).

[4]Peter Elbow, *Writing Without Teachers*, (New York: Oxford University Press, 1973), p. 6.

[5]James Bess, "The Motivation to Teach," *Journal of Higher Education*, XLVIII, 3, May/June 1977, p. 248.

[6]*Ibid.*

[7]Peter J. Connelly and Donald C. Irving, "Composition in the Liberal Arts: A Shared Responsibility," *College English* 37, 7, March 1976), p. 670.

[8]Charles Cooper, "What College Writers Need to Know," unpublished address to the Department of Literature, University of California, San Diego, April 5, 1978.

[9]Shaughnessy, *op. cit.*, p. 81.

[10]*Ibid.*, pp. 81-82.

[11]James Britton, Tony Burgess, Nancy Martin, Alex McLeod, Harold Rosen, *The Development of Writing Abilities (11-18)*, (London: MacMillan, 1975).

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Appendix

Examples of Formative Writing

The samples of students' writing included in this section show the college teacher a variety of formative writings. Each student was responding to specific directions which are included. The design of each assignment may not correlate directly to the activities suggested in this paper, as I adapt activities to the class, course, and student. They are all, however, designed to provide me as teacher and the student as learner with concrete evidence of what the student is thinking, and to indicate, wherever possible, where the student is headed. They are also designed to engage the student in the various tasks of the writing process, so that he becomes aware of the purposes and possibilities of each to develop form and compose.

Students know that this writing will not be graded or edited but that it is required to fulfill the demands of the course. They also know that this writing will be read thoughtfully and in some cases used for class discussion.

The writing samples are divided into two categories:

I—Formative Writing for Formal Composition

II—Writing Without Formal Composition as a Goal

The student writing samples have been typed as they were written without corrections sometimes with my comments as I made them on the original papers.

I: Formative Writing for Formal Composition

The following assignments and students' writings were required as part of the composition process of an argumentative or persuasive essay (probably the most frequent form of academic writing in all disciplines) during a freshman composition course at a non-selective, four-year, private, liberal arts and business college where over half of the students major in business-related disciplines. The students who wrote these samples scored below 500 on the SAT verbal test.

When designing assignments for a long term paper based on independent research, an instructor in a discipline other than composition may not have the time to require and respond to each one of these activities. But they are suggestive of the possibilities of formative writing that students may find helpful when writing a formal essay.

I have omitted the two traditional pre-writing assignments: notes and outlines. Students were required to take notes on notecards according to a recommended form, and, usually after the first draft, they were asked to make an outline. Some students spontaneously produced outlines, or perhaps made outlines according to some prescription they had learned in high school English classes. My reason for omitting these two kinds of writings is that they usually do not reveal the student's thinking *in process.* Notes often are mere transcriptions from reading; outlines represent the results of thinking. The writing assignments here have one thing in common that notes and outlines do not: they are dynamic or dialectic activities. That is they show interactions between details, ideas, writer and self, writer and others, a kind of movement which generates rather than reifies thought.

A. Creative Exploration (adapted from Susan Miller, *Writing Process and Product.)*

B. Logical Exploration (adapted from Ray Kytle, *Clear Thinking for Composition.)*

C. Focused Free Writing (adapted from Peter Elbow, *Writing Without Teachers.)*

D. Diary of One's Own Composing Process

E. Proposal for a Research Paper

F. Developing a Thesis for an Audience
   Stage One—Pre-draft
   Stage Two—Post-draft

G. Author and Reader Response to a First Draft
   Evaluative Summary
   Critique

A. Creative Exploration

Directions to Student:

It seems to me that there are two kinds of exploration of any subject you might want to write on: I call these creative exploration and logical exploration. They are not always completely separate, but we can separate them for the purpose of your practice and awareness. I strongly recommend that you do the creative exploration first.

1. Free write on your topic or idea for at least five minutes. Read what you have written and summarize the focus or center of gravity in one sentence. Free write on this sentence for five minutes or more and write a second one sentence summary. (Keep doing this as long as you wish!)
2. What is the one thing you would say about this topic or idea if you could only write/say one sentence?
3. What is the most prevalent or frequently expressed opinion/idea/thing that people say about this topic? Do you agree or disagree?
4. What is your basic feeling (not thought or idea, but real feeling) about this topic? What is the opposite of this feeling?
5. What is this topic like? Give an image, metaphor, simile to show what this topic is like.
6. What is this topic unlike? Give an image, metaphor, or simile.
7. What colors, people, setting, objects do you associate with this topic?
8. Repeat #2 trying to incorporate some of the answers you have given for #2-7. Remember: sentences can be very long.

A. Creative Exploration
Sample One

Creative Exploration

"A parent's best defense against inappropriate programs and commercials maybe to watch T.V. with the kids."

Sacramento Bee

By Barbra Riegelhaupt

I think parental control is a definite must when it comes to children and television. There are too many shows and commercials on these days which have harmful effects on kids. If the program is complex in any way, the parent should be with the child explaining what and why things are happening. I think T.V. should not be used as a main entertainment devise. The hours which it is being watched should be limited. If a parent is not around, it should be stressed that the child watch only what programs you allow when you are there.

1) Parental control is necessary when it comes to children and T.V.
2) T.V. has many harmful affects on children
3) Children spend too much time in front of the "tube".
4) Concern, indifferent
5) Cookie dough being mixed
6) A bridge
7) bright colors, children, Chestor Aarron, family room.
8) T.V. has many harmful affects on children mainly due to the fact that they spend too much time in front of it without parental control.

A. Creative Exploration
Sample Two

Creative Exploration

1. Seminar class: A very boring class, I dislike all of the reading that we get from the class. Once the reading is read and talked over the points of the reading itself is interesting, though. But the hastles of getting to the point are boring and very time consuming. I spent a lot of time working for my seminar class, a class that has no future use, it is mainly a requirement, when I could of been spending more time on my Major, Math, which I should have gotten a better grade in. For sure all of the reading is good work to strengthen the brain but I would rather strengthen my brain with work that I might be using in the future. Seminar is only at St. Mary's college and other Liberal Arts College; Therefor: Seminar is untransferable when a student wants to trasfer to another college. He will get no credit for Seminar so he is hurt in two ways: Loss of credit, grade in another class could of been better because of are spending more time on it.

Summary: Seminar, a requirement for freshmen, is a waste of time because of the time it takes from studying and because it has no use for another school.

2. Seminar should not be a requirement for on coming freshmen.

3. Boring class and a useless class. I agree with this.

4. Watching a T.V. program that is discussing one of Newton's laws. The feeling I get watching a football game.

5. Test Pattern

6. War movie, boxing

7. grey, light brown to white, Socrates,

8. Seminar should not be a requirement for on coming freshman for its uselessness and it is about as exciting as watching a test Pattern on T.V.

B. Logical Exploration

Directions to Student:

Analysis is the process of logical exploration. You will analyze your topic from various points of view, asking questions suggested by that point of view, and then classify these questions. Your classifications may include: types, sources, effects, purposes, form, function, advantages, disadvantages, definition, characteristics, cause, effect.

B. Logical Exploration
Sample One

Seminar

Points of view	Classification
1. What is the purpose of Seminar?	1. Purpose
2. Why is seminar a requirement?	2. Requirement
3. What benefits will one receive by taking seminar?	3. Benefits
4. What disadvantages will one receive from seminar?	4. Disadvantages
5. What is the reasoning behind the decision of selecting certain books for the class?	5. Reasoning
6. How are the teachers picked to teach seminar?	6. Teacher choosing

B. Logical Exploration
Sample Two

Logical Exploration

Subject: January term

Points of view	Classification
1. What is the Jan. term?	Definition
2. What is the purpose of the Jan. term?	Purpose
3. What is the outcome of the Jan. term?	Outcome

Subject: Outcome of January term

1. Are there actually outcomes of the January term?	Existence of outcomes
2. What kinds of outcomes?	Kinds of outcomes
3. Are the outcomes beneficial or disadvantageous?	Benefits or Disadvantages

Limited Subject: The beneficial and disadvantageous outcomes of the January term

1. What is meant by "beneficial" and "disadvantageous"?	Definition of Terms
2. What are the types of beneficial outcomes?	Types of benefits
3. What are the types of disadvantageous outcomes?	Types of disadvantages

C. Focused Free Writing

Directions to Student

The purpose of "free writing" is to record all the thoughts, details, questions, anything you have in your mind that relates to your topic. Write without regard for "correctness" (i.e., spelling, sentences, grammar). Write for a specified time (12 or 15 minutes is suggested). Free writing can be used at the beginning of your planning when you are trying to find a focus or during the writing of drafts when you experience a writer's block.

C. Focused Free Writing

Sample One

April 4, 1979

Free-write Better Writing

It is the findings of someone by the name of Festinger that being competitive is always wanting to improve one's own skills and then always changing them to exceed those of other people. Competition is a continuous process whereby you constantly compare yourself, usually to someone of your own ability. Often people pick friends, unknowingly, for these qualifications of comparison. They compare not only physical abilities, but also opinions and emotions. Festinger also thinks that if the desire to do well and exceed the limits others are at he will be very competitive. In athletics there is a link between sports and competition. Athletes must be competitive in order to suceed. As long as atheletes or people not involved in sports try to do better and more than others he will be competitive. Once people retire there is no need to prove anything to themselves or anyone else so they show less interest for being competitive.

It seems that once this urge or tendency hits you, once you begin this comparison of yourself to others you will do it the rest of your life. It might begin with reading, writing, athletic ability in elementary school. In later

years it might be the amount of money you make, where you are able to send your child to school where your best friend's child has to go to a public school or it might be the kind of car you drive. Women do the same thing, only the objects may vary. Women compare status. Where on the social ladder am I in respect to you? My husband makes more money than yours and I always wear the newest fashion styles. I go to concerts and dinner parties and you don't. The list goes on. The women are usually not handed these things on a platter but usually through their shrewd ways find their way to money or status by using others as a stepping stones. Women literally fight their way to these positions while men are more open. Men don't hide their intentions as much as women do. Women pull they act of helplessness into effect. Men on the other hand are expected, by societie's norms, to be rough and take the initiative in business and other such matters. They are expected to be the agressors, therefore, when women begin to act weak they get what they want because they have set up matters before this episode so that everything will fall into place the way she had planned.

What I can remember is competition - beginning with sports in school, always wanting to be better and being a part of the group that is considered the group to be a part of. Society asks you to be good at something, something from which you can put yourself on a level to compare yourself to others.

C. Focused Free Writing
Sample Two

15 minute free write 4/2/79

It seems that Homosexuality is a topic most people have opinions on and yet have no desire to discuss it.

I have talked to guys from my floor and I get the same answers. "Homosexuals are queers," "if someone I knew told me he was gay I would punch him out," queers are not worth shit--where I come from (Pasadena) me and my friends take BB guns and shoot at them as they come out of the gay bars on Colorado Blvd."

These guys have their opinions on homosexuals but as soon as you say lets talk about homosexuals instead of using emotive language to prove that something is wrong with homosexuals why not try to find out about homosexuality. My replies were--your sick, I am not queer and don't care to know about gays. Yet these same guys talk about gays in jokes.

When I told the guys I was doing a paper on homosexuality I was told I was sick, queer and that I should see a doctor.

Some of the guys left my room and to this day refuse to notice me to talk to me. I feel that one of the reasons for the reactions received had to do with the idea that I was trying to find out about a subject that was not suppose to be explored by anyone who was not gay. I was going to prove the statements made against gays were true or whether they were false. I guess I was suppose to except the statements as true.

A friend named Peter told me in confidentiality that I should not explore this area because it could effect me and the consequences of this happening would cause our friendship to end.

I have gotten a feeling that men feel that homosexuality is a "disease" that contagious from the people I have talked to and from the books I have read. If I start talking to gays then I will become gay.

People should look at homosexuality as part of the person and not as the whole of the person. Their is more to a man than his sexual orientation.

In our society we accept the idea of the puritans long ago--that we are good upstanding peoples with a fear in God as long as we keep homosexuality quiet everything is okay but as soon as it is brought out in the open, havoc starts. Right away peoples mind think negative thoughts. They judge Homosexuals without hearing their side. Well in the paper I am allowing to hear the side of the Homosexual. I want to understand were he is coming from.

The people I have talked to live in a world of fear. They are afraid of being "found out" for their whole life would be in jeopardy. I talked to a man named John (fictional name) he works in the Financial District in S.F. he is vice president of a corporative management, has a family and all the fringe benefits of his position. He told me if anyone found out he was gay he said he would lose his job, his friends and even his family. John is only one of many people who have to live this way.

I say this is outrageous. A person should not have to live his life in fear--full of anxiety that no one find out the secret. When talking w/ John he told me he loved his wife and kids but that a piece was missing. A piece he found only with another man. John said he had a hard time admitting his homosexuality. He told me how could he be homosexual when he was very athletically inclined homosexuals were suppose to be very feminine. It took him 15 years to realize that he could be gay and be athletic. He asked me if God approved of what he felt. (I had told him were I went to school and that I was thinking of joining the priesthood) I told him that I could not answer that for him. I did tell him that I felt God is understanding, loving and full of mercy. I told him that the question asked, he must ask God himself and pray. I told him that I was sorry for him. He left then with another guy.

This is the type of thing that angers me. How our society suppresses and forces people to lead a double life in secret. Who are we to bring such judgement to other people?

What a feeling, perceptive response you have – and you are trying to deal logically with emotional, subjective, perhaps illogical issues which is difficult

Notice by the way, how fluent, personal and clear your writing is!

D. Diary of One's Own Composing Process

Directions to Student:

Every night (one or two exceptions would be permissible!) write in your diary noting anything you did, thought, or said that related to your composing this theme. Record also your feelings about how the process is going. Try to be aware of when, how, and why you experience blocks, relief, what helps, what seems to hinder your thinking, writing, and exploration. Set aside at least five minutes each day for this recording.

D. Diary of One's Own Composing Process
Sample One (Selected Entries)

The Eternal Journal

Day 1

I think I've found it!!! A subject of interest to me and which I have a personal involvement. The Yosemite masterplan--how's that grab ya? This could prove to be an interesting paper just because no one knows what it is. Also I should be able to get some personal interviews. Now all I have to decide is just what exactly I want to say about the Master plan. It kind of sounds like Nazism in the Sierra's. Any way I think this is it. More tomarrow!!!

Day II

Oh Boy!! Is this ever alot of fun. I went to the library and discovered, that there's almost nothing written about the Master Plan. No books and yery few magazine articles. Most of which I'll most likely have to go into Berkley to get. What a bummer. I guess this will give my paper an extremely current and personal touch, either that or it will be extremely dull. But does this development discourage me? Hell yes!!

Entry III

Things are looking better once again. I found a few more articles. They're a bit old & moldy, but they do discuss the major issues involved. The Facts are piling up, but where will they lead me. I'm so confused.

The IVth Entry

I called Jim and I've arranged for an interview. I'm going to meet him for a half day of skiing. This assignment is starting to be quite a bit more enjoyable. If research could always be this much fun I'd be on the slope the whole semester.

Entry V

I talked with Jim and he's going to fill a big gap in my paper. He's sort of the before & after pictures you see in magazines. I now have a fairly large bundle of note cards. I never thought I'd find enough information for a paper but now it's apperant that I will. At least I'm getting past the first bump.

This Must be the VI entry

I manage to obtain a copy of the master plan, or as they call it, "The Draft General Management Plan." This is the end of my rainbow, a pot of gold. If I can't write a paper with this much information then I just can't write. I have what seems to be a natural beginning, middle and end to my paper. The hardest part now is to properly sort the wealth of information that will go in the middle. Well, I'm well on my way, but no where near done. In other words, I'm much better off than I was but it's going to be tough to get my draft in on time.

IX

I wrote my first draft & turned it in. It really amounted to little more than an organized free write in my opinion. I now know about what order I want my information to come in. This of course suggests that I now know what information I want in the paper. I never realized how difficult it was to maintain a extended quality of writing. I don't think I'll ever be able to write something this long well.

Entry #11

"He Finds a Purpose"

Well, after giving the matter quite a bit of consideration I have decided to take a stand and support the Proposed General Management Plan. It doesn't go quite as far as I would like to see it go, but at least it's heading in the right direction. The plan will not remove all structures but it will take out some & most of the senseless ones. Also it will greatly reduce the # of cars in the valley and eventually eliminate them--from the valley that is. So even though the plan isn't everything I wanted, I realize that I'll never get everything that I ask for so I'll take what I can get.

Amen.

17

Brain tired...stop. Brain hurt...stop. I'm so sick and frustrated with this paper...keep going, that I find it really tough to care anymore...stop. I'm to the point where I wonder if I'll ever be able to write a presentable paper...stop. This paper has totally shot my confidence in myself...just one more thing. I'm glad she only assigned three drafts,..signed Me.

The 18th Entry

The Final draft (3rd) is do tomarrow. When I read it I have no idea if it's good or not, deep down inside I feel it isn't. But I don't think I can do any better at least I can't do anything about it now. I do believe this has been the most frustrating and depressing assignment I've ever had. I think I'll feel better now that it's all over. I don't see any sense in kicking myself any more. Well, I guess this is my last entry.

Later,

Live from the 19th green in Mr. A's Accounting class, another entry.

I should have known that it's no where near from being over. Editing, & I have no acsess to the IBM typewriter that I used. It's a hundred miles away & the look of the type is about that close to anything I've seen around here. So I'll take this opportunity to kick myself one more time--excuse me.

D. Diary of One's Own Composing Process

Sample Two (Selected Entries)

Writer's Diary

March 24 -- Wednesday

The topic I have chosen for myself is Homosexuality→ Why Homosexuality? With so many people givin, their opinions on Homosexuality, what causes it and what type of person is gay. This is an area which is an important topic/issue in our society. I want to find out the other side of the gay life--the gay life as seen from the gay individual--the one who is living the gay life.

March 22, 1979 -- Thursday

I went to the Library in Moraga, and went over a few books on Homosexuality. --I feel I need to learn as much as I can about Homosexuality before interviewing a person whose sexual preference is for his/her own sex.

I have a few books that give brief mention of Homosexuality I read these books and took down a few notes.

March 26 Monday

The David Kopay story left a very important imprint on me.
I saw how a man had to cope with the idea that he could be a homosexual and also a football player was very hard for him to except. Kopay says that he plays a rougher game of football as a way (means of giving off his sexual energies. He also says that football is considered the macho-macho area that cannot be effected by homosexuality. The fact is that homosexuality is in football. David and others in football are gay and must learn how to deal with it.

Still reading for Money or Love....This book gives insight to the idea that homosexuality can be learned--even forced upon.

April 5, 1979

I talked with my romate about Homosexuality. He feels that gays become gay when as a child they did not become guided correctly as far as sexual development is concern. I partially agree with this statement.

April 25

I read parts over again "the Homosexual and the Church" I feel that the church has taken a view of understanding--trying to understand the homosexual as a human being. The church in representing Christ who shows mercy on all and loves all. Homosexuality is a personal thing. Each person who reaches the conclusion that he is gay must take (and does take) time to sit back, and look at the situation this way way they can better understand their sexuality. See where their homosexuality is at in other words is it just in sex that the same sex is preferred or is it in all aspects of living--a friend, a companion who you want to spend the rest of your life with? The person who is gay must look at these things before making anh hasty decision before reaction to the truth of his homosexuality.

May 9

Had a meeting w/Jean came to the conclusion that what we are seeing in my paper is that through the proccess we can see that the issue is broader than our prejudices! --try to write the paper over again.

E. Proposal for a Research Paper

Directions to Student:

PROPOSAL FORMAT

(Respond to the following on a separate piece of paper--preferably typed.)

1. Are you going to examine a problem or explore something? If a problem, identify the problem and its parts or related aspects. If exploration, identify its parts or related aspects.

2. Why are you personally motivated to focus on this topic for your Long Theme?

3. What do you think you might gain from doing this exploration or from examining this problem?

4. What resources are you planning to consult? (List at least 8--four of which must be reading; others may be interviews, observations, visits or activities.)

5. Looking at your topic as objectively as possible, what questions do you have, or might others have about this topic? (Come up with at least six.)

6. Do a 10 minute (or more if you want) focused free write on your topic.

E. Proposal for a Research Paper

Sample One

1. Homosexuality

2. I have questions on this subject which I would like answered. Also I want to see what homosexuals have to say--I only hear a one sided arguement--against gays. I want to understand where homosexuals are coming from.

3. Some force into homosexual as prostitutes--grow to like it in the closet to the out of the closet.

4. Can homosexuality be learned?
   Is it innate?
   What causes Homosexuality?
   If a sickness--can it be cured?
   How can someone be in love want to love his own gender?
   Does not it go against nature?

5. This long term paper in a way is helpful. Its allowing me to find out about a subject I want to understand more. I have read many interesting books on Homosexuality and am preparing myself for interviews w/ Homosexuals. I guess this paper allows me to research the area of Homosexuality w/out too much hassle from other people/friends. A legitimate excuse for wanting to know the feelings of homosexuals (instead of stereotypes).

E. Proposal for a Research Paper
Sample Two

March 21, 1979 Better Writing

Long Theme Proposal

1. I would like to explore womens sports:
   Tennis will be the main topic
   Professional womens tennis including these aspects.

Physical	I. psychological
psychological	a. social
mental	b. age
preparation for game	c. personality
attitude towards women	

2. My motivation for this comes because I play tennis myself and am otherwise also in sports as a whole.

3. Through this I may gain a better understanding of the sport and perhaps change my thinking during a game.

4. Sources: Interview tennis team coaches
   Tennis team members
   My own experience
   The encyclopedia of Sports - Menke
   The Winning Edge - Schwank
   Psychological Behavior in Sport - R.B. Alderman
   Psychology and the Super Athlete
   The American Woman in Sport
   Sports and Mental Health - Moore
   The Ullimate Athelete - Leonard — good book

Also try The Tennis Game, Thomas Bassloppe

Underline titles in your formal Writing

11

5. Questions: Why are women interested in becoming professional atheletes?
Do women have the ability to compete with men psychologically?
What effect do competitive sports have on women psychologically?
Why do men think that women can't do well in sports?) Another question
Should women be able to win money too?) Why not?
Shall women become professional atheletes?) They are.
Can women hold out in sports as well as men?) Why does this matter?

6. Focused freewrites: Less competitive for women, women have more endurance, able to play longer in game, less likely to show anger by breaking or throwing racquet, not as emotional in sports as men. Perhaps because there is not as much at stake for women. Women have less concentration on the courts, they giggle and carry on conversations. When playing tennis with men they are more serious--don't want to be beaten by a girl. Girls play more timid, games not as rough, try not to show themselves off. Women dress up, even if they can't play well, those that are good don't look like it. Many women don't think they can win and don't even try. Women less devoted, on the whole, to sports than men. Men more committed. Women don't take the game seriously.

How do we define sport?

E. Proposal for a Research Paper
Sample Three

March 20, 1979

Proposal Due

Title IX

1. I am going to examine the problems that were felt about Title IX and I am going to narrow my topic to a more of a less broader subject and narrow it down to the problems and effects it will have upon the Intercollegiate Athletics here at this college. Will it be good or bad? is there resentment felt or will Title IX ever go into effects. Watch action... or thinking

2. I am personally motivated to examine on this topic because I've talked to women here at this college who play intercollegiate sports who have complained that things are unfair, a sample would be: All the women's games are played with in the State of California, while the men's basketball team has traveled to Hawaii, New York, and all over. Allso disputes over athletic equipment, and use of the gymn, so on.

3. It definitely would be a topic that would be informative for my own personal knowledge, I've heard a lot of complaining of unfairness of this topic by the women athlete here at school. That what Title IX is supposed to be is not carried out, at all, and probably never will be.

4. 1. U.S. News - July 10, 1978 pp. 79-80 Womens Sports Boom.
   2. Sports Illustrated 48 34-36 March 20, 78 Women in Sports
   3. Time 54-60 Je. 26,'78 Too Far To Fast.

4. Encyclopedia - general information on passing of Title IX.

Interviews	Activity Observation
1. Coach Joe DeLuca	Women's Basketball game
2. Coach McDonald	Men's Baseball Team
3. Coach Manini	Women's Softball Team
4. Alice Duffy	Men's Rugby Team
5. Shari Otto	
6. Anette Chiara	

5. 1. What is Title IX
   2. Is it a good or bad law? Upon small college, compared to large univ.
   3. Is it working, has it accomplished anything or has it ruined things.
   4. What is the effect upon this college?
   5. Will it have any devastating or make amends and bring the mens and women athletic departments closer.
   6. How do athletes and coaches feel about this.

6. Free Write

I found that Title IX was a law that was passed eight years ago I can admit there has been a change but only in the bigger schools. Because things are more noticeable there. Here at this college very little has changed, the men still have priority over all athletic money and facilities. Things have improved slightly but nothing widely noticeable we do offer a few scholarships offered for women compared to men who have alot of money and can even go out of state for recruiting.

F. Developing a Thesis for an Audience

Stage One - Predraft

Explanation to Student:

When the student is ready to begin writing the first draft, I assign a kind of rhetorical "Square" which encourages the writer to see the relationships among audience, purpose, form, and style and how these concerns relate to the topic, focused topic, question the essay attempts to answer, and thesis statement.

F. Developing a Thesis for An Audience

Stage Two - Post-draft

Explanation to Student:

After turning in the first draft, I ask the students to give a overview of the draft. This overview forces the student to observe and judge clarity of expression, focus, purpose, and modifications of the original intent of the essay.

f. Stage One: Developing a Thesis for an Audience

Sample One

Square for Analysis of Odosseus's Personality Paper

Audience

Seminar instructor

Purpose

To prove Odesseus represents Homer's model man.

Topic: Analyze in some detail the personality of the hero as portrayed by Homer.

You can't do this really. You can show.

Focus topic: Homer uses Odesseus to epitimise the ideal heroic man.

Question: Hows does Homer portray his opinion

Thesis closed: Odesseus fills Homers description of a model man. Leadership qualities, strongwilled, witty, trustworthy and reliable and faithful. Examples given for each.

Tone

Positive

Form

Basic 3 part paper. Intro. Supporting bulk and conclusion.

Motivation - what motivates Odesseus?

Critical choice points - heroic quality.

F. Stage One: Developing a Thesis for an Audience

Sample Two

Child Abuse - Square

Audience

General public - 5 in my group interested in child abuse.

Purpose

To inform those people interested about child abuse and the causes for it.

Inform my group about the "vicious cycle."

Topic: Child Abuse

Focused topic: The causes of child abuse

Question: What causes the actual abuse of children?

Thesis: Although child abuse exists in all societies, and economic lifestyles, usually the causes for the abuse are, in most cases, similar. such as...

Style

Definition and example and possible case history.

Form

Beginning - definition and statement of issue.

Middle - actual causes and possibly case histories.

End - summary and a possible

F. Stage Two: Developing a Thesis for an Audience

Sample One

Title: My Kind of Plan

Topic: The General Management Plan for Yosemite

Focus Topic: My Defense of The General Management Plan

Question: Should The General Management Plan Be Supported?

Purpose: To defend the measures which have been outlined in The General Management Plan.

Thesis: Even if the Draft General Management Plan does recommend drastic steps, such as the removal of more than one hundreds structures, and would cost millions of dollars, I support it since it proposes steps to elimanate the majority of the congestion, urbanization, and overcrowding that are destroying the eco-systems in the park.

F. Stage Two: Developing a Thesis for an Audience

Sample Two

May 14

Topic: Homosexuality

Focused Topic: Looking at homosexuals beyond the stereotypes that people believe about Homosexuals.

Question: Is it easy for someone who is gay to come to grips with his homosexuality?

Thesis: Through the process of realizing his homosexuality, we are able to see that the issue is broader than our prejudices.

Purpose: To show that homosexuals are persons who have needs (beyond sex) that are supressed because of the prejudice taboos surrounding homosexuality.

F. Stage Two: Developing a Thesis for an Audience

Sample Three

COVER SHEET

TOPIC: Cruelty and Abuse to Animals

FOCUSED TOPIC: Unecessary abuse animals are subjected to just because of human selfdesire.

QUESTION: Is society going to let abuse to animals continue?

THESIS: Man's selfdesire is responsible for the abuse and death of many animals.

Purpose: To show the public how man is blind to his abuse and destruction of animals.

Not really your question nor the one the essay answers.

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G. Author and Reader Response to a First Draft

After the first draft is completed, I asked that the first drafts be reviewed by both the writer and another student. Directions for two kinds of review are included in the samples: Evaluative Summary and Critique.

EVALUATIVE SUMMARY

Use this form and write one paragraph reviewing this essay:

Author

Essay

Reviewer

In (title) (author) hopes to prove / suggests / argues / maintains that (thesis or main argumentative point).

(Author's last name) supports this thesis/point by (list major points of the paper that support the thesis).

(Take two or three sentences to comment upon the believability of this argument or point, problems you see in the argument, and/or strengths of the argument or essay).

After reading (author's essay, title), I (state what conclusions or opinions on this subject you now have).

sign your name_____

G. Author and Reader Response to a First Draft

Evaluative Summary

Sample One

In Homosexuality, (the author) argues the fact on how homosexuals are looked upon today. He feels that the fact of them admitting to being Homosexuals should not change other peoples view on them. I agree. If a person is considered to be stable, masculine, and have a lot of friends the fact of him admitting that he is homosexual should not change our views on him. (The author) gives examples of sport players and other men who we would consider masculine as being homosexuals which is good.

This paper 80% of the time moves logically I marked where I felt it didn't.

G. Author and Reader Response to a First Draft

Evaluative Summary

Sample Two

Summary

A World Without Sound

In "A World Without Sound," (the author) suggests that the problems of the deaf child should be examined with more knowledge and a better understanding. She feels that they should be acknowledged for what they are, and accepted into our society. Although in the past these handicapped children were referred to as "deaf-mutes" present-day technology has taken big steps such as the development of hearing aides. Society is also helping the deaf by making available special schools for the deaf including guidance for the parents. (The author's) essay is convincing because of her style and the way she presents her topic. Her personal experience in the beginning of the paper adds insight and makes for an interesting start. Through examples and good arguments, she explains her topic well, proves her thesis, and leads into her conclusion. After reading this paper, I now have a bit more insight about the problems of the deaf child. "A World Without Sound" is an interesting paper to read.

G. Author and Reader Response to a First Draft Critique
Sample One

Title: The Other Side of Gaity

Author: _____

Reviewer: _____ Date: May 7, 1979

After you complete your critique and evaluation, return this paper to the author.

CRITIQUE

1. Read the essay carefully. Circle the thesis statement or main ideas.
2. Read the essay a second time. Make marginal notes if you want: (✓) fine point or idea or image; (?) unclear; (M) more wanted.

3. Write a one or two sentence summary of the essay which includes the main point and supporting points. This essay discusses the problems gays have in discussing their feelings/preferences with others and also how children are involved and also how many people are gay but are reluctant to express their feelings for fear of being an outcast. Homosexuality is not an accepted behavior in our society, is it in other societies? perhaps more permissive ones?

4. In what ways is this argument convincing or weak? (Cite specific points, sentences, words.)
Sentences are sometimes hard to read. When I read it I kept stopping to re-read and understand. Remember that your readers aren't supposed to know anything about your topic.

5. What questions do you have that the author would have to answer before you could agree with the author's thesis or argumentative point?
Is your paper discussing the fears of "coming out of the closet," or discussing the problems they are having by trying to have other people adjust to their life style? It seems like your paper jumps right into your first example rather than having a carefully outlined opening for your introductory paragraph giving background and discussing what your paper will contain. Your thesis should be a type of outline for your paper.

6. Note to the author (suggestions, response, reactions):
Show more quotes and direct information on paper. Somehow I feel that there is something missing. I don't feel as if my questions are answered. How do gays live - in what areas, what things do they do, how do children get involved, does this seem to be a fad. Try to make your point more convincing. What is your point?

G. Author and Reader Response to a First Draft Critique
Sample Two

Title: Title IX and it's affect on (name of college)

Author: _____

Reviewer: _____ Date: April 25 '79

After you complete your critique and evaluation, return this paper to the author.

CRITIQUE

1. Read the essay carefully. Circle the thesis statement or main ideas.
2. Read the essay a second time. Make marginal notes if you want: (✓) fine point or idea or image; (?) unclear; (M) more wanted.

3. Write a one or two sentence summary of the essay which includes the main point and supporting points. The main pt. I thought you were trying to pt. out was the major affects that Title IX had on schools in general and then how (name of college) has been affected.

4. In what ways is this argument convincing or weak? (Cite specific points, sentences, words.) Your title painted out that you were going to study the affects Title IX had on (name of college) your paper it seemed to me - I did not become specific enough about SMC

5. What questions do you have that the author would have to answer before you could agree with the author's thesis or argumentative point?
I would want to know how the athletes feel and also the spectators of the sports.

6. Note to the author (suggestions, response, reactions): I think that your paper is quite interesting. You should try to get more female interviews and maybe narrow your paper down to title IX's affect on SMC more

II - Writing Without Formal Composition as a Goal

A. Exploration of Subject and Personal Goals

B. Written Response to Assignments: Identifying Problems and Questions for Class Discussion

A. Exploration of Subject and Personal Goals

This assignment can be used to discover students' prior knowledge about a subject and to find out individual expectations of what the student hopes to learn or thinks he/she needs to learn. These writings can also:

-- guide curricular design (assignments, discussion, etc.);

-- support self-motivated and self-designed learning;

-- provide a record for comparison with what the student actually learns by the end of the course.

I used the writings which follow as the basis for small group discussion (seven students): students read their writings to each other before beginning to discuss poetry. After sharing this information, each student knew what others in the group had studied, had some notions about what each one could add to the group's future discussion about poetry, and knew what each expected from the study of poetry.

Directions: Please write out your answers to the following:

1. Past Experience: Describe your formal (school) or informal experiences with poetry.

2. Preferences: Name those poets and poems you prefer or dislike.

3. Expectations: What are some of the things you expect to do, happen, or learn during this semester's study of poetry? What do you expect of other students in the class? of the teacher?

4. Personal goals/hopes: What do you personally hope to read/do/learn/ "get out of" this study of poetry?

5. Achievement: If possible, suggest ways you can achieve these personal goals.

A. Exploration of Subject and Personal Goals

Sample One

Past experience - formal, high school. Marvel, Shakespeare sonnets, Herrick, "Virgins make much of time", Donne, "Death be not proud", Frosts, Yeats.

Preferences - no particular author, I like symbolism but notso deep that you don't get them, challenging but yet can finally be comprehended.

Expectations - that the class as a whole discover the meaning, it's helpful when all of us puts their different interpretation.

Goal - to feel comfortable with poems as I do with short stories because poems in the past have frightened me. I'm not sure why. I hope to look at them as a another means of literary expression instead of something I can't touch. Can be achieved by analyzing more and more poems and discover meanings.

A. Exploration of Subject and Personal Goals

Sample Two

English 10B

1. Past Experience - Poetry — Formal - School / Informal

2. Preferences - Name, poet, styles

3. Expectations — Teachers / Student / Content

4. Personal Goals

5. How Achieved?

1. My last experience with Poetry was in Grade School (8th grade), and I'd rather not remember those frustrating times. The teacher felt that there was but one universal interpretation and you can just imagine as eighth graders trying to discover it. It was like trying to pick a needle out of a haystack.

2. I prefer not to read the usual sing-song, rhyme, poetry but blank verse. I feel meaning deteriorates in rhyme form. (At least for me anyway.)

3. Expectations/Personal Goals

When I enrolled in this class I expected our work on poetry to include a tedious line by line analysis approach, on an individual basis. I really like the idea of working in groups and playing on each other's interpretations. I feel that a student can be a leader if we work in groups and this would suit me a lot better.

A. Exploration of Subject and Personal Goals

Sample Three

4/23/79

Past experiences

high school

American Lit.

English Lit.

Preferences

Brownings - sonnets, etc.

Cummings - his complicated quick style

Also poems being read together for their related themes and their comparisons like the "Come live" set

Expectations

teacher -

guidance role clearly established - not saying right and wrong but keeping the students on generally the right track;

students -

discussion

sharing ideas, no matter how off-the-wall

content -

a broad range of poems;

more poems in a less detailed way - not just skimming them, but not betting caught up in excessive detail and missing out on other good readings

Personal goals/hopes

again - not getting caught in too much detail and being able to see many poems of different types.

How to achieve?

Increase our discussion;

not waste time on excessive detail;

comparisons

find really exciting poems to read - emphasizing moderns

study styles, techniques, craft

small groups are great!

B. Written Response to Assignments: Identifying Problems and Questions for Class Discussion

Written responses to assigned readings can be structured by the teacher or unstructured, essentially free writing. For structured responses, I have asked students to respond imaginatively (e.g., write a letter explaining this poem concept, report to another student who hasn't read this assignment, pretend you are the author and summarize this passage); definitively (e.g., choose the three most important words in this passage/poem/essay and define them); or personally in a narrative or record (e.g., record all the thoughts, feelings, questions you had while reading this poem/passage/story the first time, then, reread the passage and record your new thoughts. Did they change? deepen?). After writing these kind of responses students review their writing and identify problems posed by the text or ones they have. Usually, I ask that these problems be shaped into questions which are presented in class for discussion.

The student writing samples which follow are unstructured responses to the novel, Wuthering Heights. The questions were to be: "ones you believe important to discuss and answer in order to discover the purpose/meaning/value of the work."

Though not directly coordinated with the development of a formal essay, this kind of writing often reveals the seeds of an essay (most essays are explorations of a problem). I always note those "seeds" in the margins.

B. Written Response to Assignments

Sample one

The first thing that I really began to wonder about was the type of narration that Bronte used in "Wuthering Heights". She gave the story line through Lockwood, but he become a listener and Nellie becomes the main narrator of the story. I couldn't quite understand why she used this unique method at first. But then I realized that it seemed as if I was having the story told to me rather than me just reading it.

I enjoyed the way all of the peices fell together, like the colors of a painting. Each chapter brought on new developments which moved me ever closer to the situation which existed upon Lockwood's (and my own) arrival at Wuthering Heights. The novel starts with several surprizes: the multiple Catherines, the ghost, Heathcliff's and Harton's true identities, and the strange moods of the characters. Slowly all of these changes become understandable as Nellie tells of past events, Bronte then seems to be predictable since everything is now falling into place. But she doesn't allow her imagination to fail us. The story takes a unexpected turn just when it appears that Heathcliff has completely suceeded in avenging the world. It is at this point that the surpizes begin to reappear: Heathcliff's inability to enjoy his revenge, Hareton's devotion to Heathcliff, and of course Heathcliff's strange death.

One difference which I quickly noticed between this novel and modern day novels, was the lack of outward action in "Wuthering Heights", since the majority of the novel was told through 2nd person. This made everything seem like memories in my mind. I just finished reading "The Day of the Jackel," which seemed like non-stop action.

B. Written Response to Assignments

Sample One, page 2

Questions on Wuthering Heights

1. Why do you think Bronte chose the name Linton Heathcliff?

2. What was the purpose of having minor characters, like Joseph?

3. Why do you think Bronte used this narrative form?

4. The way she showed different types of love.

5. What significance is shown in Heathcliff's final inability to enjoy revenge?

B. Written Response to Assignments

Sample Two

Wuthering Heights 5/18/79

Yellow Paper

The first few chapters expose the keys to the plot very slowly. We meet the troubled Heathcliff--he is so very rude! Its easy to immediately dislike him, but I feel also especially sorry for him. His loss of Catherine, even after all these years, still torments him. We see the consequences of a great and deep love that suffers the separation of death. How different is Heathcliff from everyone? Despite our valiant attempts to mask our sorrow, are we not tormented always by lost loves? Why does love remain so difficult to attain? The obstacles are endless. Forces intervene and disrupt--as with Catherine and Heathcliff? Her development at the Lintons into a graceful woman (with a strong will!) was at odds with the stagnated maturation of Heathcliff--resulting in the other marriage and his flight from the Heights. Catherine's subsequent illness--emotion has power over our entire being.

Heathcliff returns, now very wealthy. Does he feel that his new status can bring Catherine and him together? I wonder at this--it seems to degrade their love if money can bring them together. Or is this just more practical? Heathcliff becomes driven to acquire both the Heights and the Grange. Possessing both would symbolize to Heathcliff that he has also attained his Catherine--also a great revenge. But it is an empty one. He remains tormented, dying a sorrowful man.

The narration is an intricate one--why does Emily Bronte do this? It passes from the mildly obnoxious Lockwood who knows nothing to the perceptive Nelly Dean

who knows everything. How important is the narrator to a story or novel? Crucial or irrelevant?

As the story ends Catherine Linton and Hareton are in love, and few obstacles confront them. Heathcliff has lost his spiteful spirit and does not interfere. Emily Bronte is here perhaps trying to end on a more hopeful note--love can survive and develop peacefully! Some justice exists, allowing lives to emerge from past tragedies of past generations happily and hopefully.

1. Should we pity or hate Heathcliff? What drives him throughout his life?

2. What does the novel have to say about love? Is it worth suffering through? Can we logically put our hopes in it?

3. Why does the narration switch? How important is viewpoint in a novel?